



TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR WORK MOTIVATION

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ABSTRACT

The purpose of this study is to explore the teaching effectiveness of secondary school teachers in relation to with work motivation. The sample of this study consisted of 200 teachers selected from Kashmir valley. Teacher Effectiveness Scale standardized by Yashmin Ghani Khan (2011) and Work Motivation Questionnaire by Dr. K. G Agarwal (2006) was administered to collect the data. The result shows that negative significant relationship exists between teaching effectiveness of secondary school teachers with work motivation.

KEYWORDS: Teaching Effectiveness, Work Motivation, Secondary School Teachers.

1. Background

Teaching Effectiveness

A good teacher is the one who encourages student's faith in teaching their subject, takes time to explain things and treats people equally. A teacher has to face innumerable challenges he play different roles in his/her institute. Teacher not only plan lessons but also organizes activities, provides motivation, keeps necessary records, makes purchases, administers timetable, provides oral and aural teaching aids, and motivates the students by words and deeds. Anderson (1991) stated that an effective teacher is the one who is quite consistently achieve goals with either directly or indirectly focus on the learning of their students. Trivedi (1971) investigated the factors related to effective teaching in secondary schools and found effective use of teaching aids, use of illustration, motivation, impartial attitude of teachers, improved supervision as major factors related to teaching effectiveness. Gibson et al (1985) conducted study on the concept of teacher efficiency and its influence on teacher in classroom behavior and student achievement. Results indicated that high and low efficiency teachers differ in instructional practices, classroom organization.

Motivation is a combination of many different aspects that comprise a part of teacher's pedagogical knowledge. Motivation of teachers has been a prime concern of school and college administrators. Every educator needs to be concerned about motivation. It is a quality that students, teachers, parents, school and college administrator, and other members of the community must have if our educational system is to prepare young people adequately for the challenges and demands of the coming century. Of course, the way these various groups of individual generate and use motivation differs greatly. Motivation is an important tool that is often under-utilized by heads of institutions in today's work place. Heads use motivation techniques at the work place to inspire teachers to work, both individually and in groups, to produce the best result for education in the most efficient and effective manner. This work motivation is prerequisite from bringing out effectiveness in teaching.

Work motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services. Work motivation appears crucial because it predicts not only teachers' engagement and well being but also student's outcomes such as motivation and learning. It appears to be vital for optimal human functioning in the workplace because teachers who are highly motivated are found to be more engaged in their work and more satisfied (Levesque et al., 2004).

As far as effectiveness is concerned, experience also plays a major role in this as Panday et al (1999) explore the attitude of effective and ineffective teacher's towards teaching profession. The major findings included that there was no significant differences between effective teachers having high or low experience in terms of their attitude towards their profession. High experienced effective teachers, attitude was positive towards teaching profession than low experienced ineffective teachers. Age of effective teachers was not differentiating factor in their attitude towards teaching profession. There has been a considerable difference found in male and female teachers regarding teacher effectiveness as Biswas et al (1995) explored in their study on teacher effectiveness that only male and female teachers are different significantly on teacher effectiveness and the female teachers are comparatively much effective than their counterparts. Surwada et al (2006) revealed that female teachers are emotionally more mature/stable than male teachers apart from these emotionally mature/stable teachers are more effective in their teaching than emotionally immature/unstable

teachers. It was also found that there is no sex difference in emotionally mature group and emotionally immature group with respect to teacher effectiveness. Witcher (2001) conducted the study of characteristics of effective teaching, perceptions of pre-service teachers. In this particular study the researcher studied the perceptions of 219 pre-service teachers about the characteristics of effective teaching and investigated factors that may have influenced their responses. Six dominant themes were identified, headed by student centeredness and enthusiasm for teaching. It also established four profiles of student responses of these themes. Verma et al (1991) conducted the study that effective and ineffective teachers had sharp distribution in relation to the particular personality traits like emotional construction marked inhibition of sexuality, dependency, difficulty in establishing close personal relationship given to introspection etc. It was found that effective teachers had deepened personality characteristic; whereas ineffective teachers had difficulty in establishing close personal relationship. Anand (1988) conducted a research on teaching effectiveness in schools and concluded that effectiveness may be understood as one's hold on the circumstances as well as on himself, befitting the best of his total adjustment. Chandra (2006) conducted the study on relationship between the emotional intelligence and teaching effectiveness at primary level. In this study it was found that emotional intelligence is positively related to teaching effectiveness. Gupta (1985) conducted a study on teaching effectiveness of secondary schools teachers and found that on teaching effectiveness, central school teachers scored significantly higher in mean value than teachers of state government.

Work Motivation

Work motivation is a set of energetic forces that originate both within as well as beyond the individuals. Work motivation initiates work related behavior and determine its form direction, intensity, and duration. It is a process used to encourage and inspire workers to perform their jobs thoroughly and well. Work motivation plays a vital and significant role in the lives of individuals, groups, communities, establishments, organizations, notions. Motivation is a process that starts with a physiological and psychological deficiency or need that activates behavior or a drive that is aimed at a goal or an incentive. Motivation is necessary but insufficient condition for excellent performance, but actual performance depends on the ability of the worker and the circumstances of the job as well as on the motivation.

A motivated and committed school teacher has the opportunity to influence the student significantly in building a global view that rests on a faith commitment. Lanka (2012) found that the effect of leadership behavior of heads on their subordinate teacher's work motivation and frustration. The result shows that leadership behavior of heads has a direct and significant effect on the work motivation and frustration. It was found that where there is a cooperative head is working there teacher are also enjoying their jobs with zeal. Similarity Bishay (1996) investigated the relationship between job satisfaction and motivation. It was found that motivation and job satisfaction correlated significantly with gender, responsibility levels, subject, years of teaching experience, age and activity. Further result shows that socializing generally did not lead to motivation and satisfaction levels that were as high as those found in teaching. For this group of teachers who work in a school with a selective student body, overall motivation and job satisfaction levels were high. Das (1988) examined that job satisfaction and job motivation of secondary school teachers in Cuttack district of Orissa. The result indicates that teachers who were motivated were also found to be highly satisfied with their jobs. According to the researcher higher motivation was found among rural, trained and government school teachers as compared to their counterparts. Mittal (1992) examined that teacher's motivation to work and

some factors associated with high and low work motivation of teachers viz. their job satisfaction, personality factors, school organizational climate and pupil likings. The researcher reported that in general, motivation to work was average or above average. Teacher's motivation to work was significantly related to job satisfaction and pupils' ratings. Those belonging to female sex group, those younger in age, those having experience of up to 10 years, those working in urban areas, private schools, in girls. Schools and in coeducational schools displayed higher motivation to work than their counterparts. Status, qualification, family income, size of school and management did not seem to exert much of an impact on motivation to work whereas location and type of school had.

Motivation at work not only ensures that work is done in time but also ensures that quality of work is not compromised. For motivation at work place, the environment is very important. There are many factors which affects the work place environment to increase the motivational levels of employees. Work place is all about people working together to achieve a uniform goal. So it is important that all the co-workers respect each other and never show disrupt towards each other. If employees have good understanding of the work other perform and how their duties are adding value to the organization then it is easier to create a work place where respect and responsibility prevails. Good relationship between employees also decreases the stress level and employees feel more relaxed at work place. Leader plays a key role in maintaining a conducive work environment. Singh (1980) examined that teacher's motivation to work with the objective of identifying the factors that affect teacher's motivation to work. It was found that school organization, classroom teaching, evaluation and guidance, co-curricular activities and extra activities were the five main areas of teachers' motivation to work.

Saeed (2012) studied the work motivation of male and female secondary school teachers in Karachi. It was found that female teachers were found to be more motivated to their work than male teachers. George et al (2012) examined the importance of organizational commitment in motivating the teachers. The results of the study indicated that a positive relationship between work motivation and organizational commitment of teachers. More committed teachers were found to be more motivated. Webb (2007) and job satisfaction levels studied the relationship between school principals, leadership strategies and teacher's work motivation. The result indicates that there is significant relationship between teachers' perceptions of the school principals' leadership approaches and teachers' work motivation, teachers' job satisfaction levels, and teachers' work motivation and job satisfaction levels. Finally there were no statistically significant relationships found between teachers' work motivation, job satisfaction levels, and work motivation and job satisfaction levels and their years of experience. Bryant (1996) examined the association between the leadership style of public secondary school principals and the motivation levels of their teachers. There was a statistically significant relationship between the leadership styles of secondary school principals and the motivation level of the teachers who were employed in those schools. Sharma (2005) examined on the effect of work motivation on job satisfaction of teachers. The results shows that gender of the teacher had no influence on their job satisfaction; however the level of motivation did have a significant impact on job satisfaction. Sindhu (2005) explored on teacher's motivation to work, student's adjustment and their likings for their teachers in relation to their academic achievement. It was found that teachers' gender did not yield differential influence on their motivation to work. Also, highly motivated teachers did not succeed in producing high pupil achievement.

2. Objectives

To find out the relationship between teaching effectiveness of secondary school teachers with their work motivation

3. Hypothesis

There exists no significant relationship between teaching effectiveness of secondary school teachers with their work motivation.

4. Method

4.1. Subjects

Descriptive survey method of research was used. The present study was conducted on 200 secondary school teachers, out of which 100 male and 100 female secondary school teachers of Kashmir in India were included in the sample. The data for the present study was collected by using stratified random sampling technique.

4.2. Data Collecting Tools

The following standardized tools were employed: Teacher Effectiveness Scale standardized by Yashmin Ghani Khan (2011), Work Motivation Questionnaire by Dr. K. G Agarwal (2006).

4.3. Statistical Analysis

Coefficient of correlation technique was employed to find out the relationship between teaching effectiveness of secondary school teachers with their work motivation.

5. Results and Discussion

Relationship of Teaching Effectiveness and Work Motivation of secondary school teachers

Coefficient of correlation (r) regarding teaching effectiveness with work motivation

of secondary school students is found out to be -0.05 which is insignificant at 0.01 level of significance

Type of variables	N	Coefficient of Correlation (r)	Interpretation	
Dependent	Teaching Effectiveness	200	-0.05	Negative Correlation
Independent	Work Motivation			

From the above mentioned table it is clearly evident that the r' value regarding teaching effectiveness and work motivation of secondary school teachers is found out to be -0.05 whereas table value for the same at 198 df is found out to be 0.138 and 0.181 at 0.05 and 0.01 levels of significance respectively. Hence the hypothesis i.e. there exists no significant relationship between teaching effectiveness and work motivation is accepted. This proves that work motivation has no role to play in deciding the teaching effectiveness of teachers. Further the value of correlation -0.05 is very negligible in nature which again infers that teaching effectiveness and correlation are not significantly interrelated to each other.

6. Conclusions

- There exists no significant relationship between teaching effectiveness and work motivation is accepted. This proves that teaching effectiveness and work motivation are not significantly related to each other.

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